

School Activities



A Key Club and Varsity Club Project, Allentown, Pennsylvania

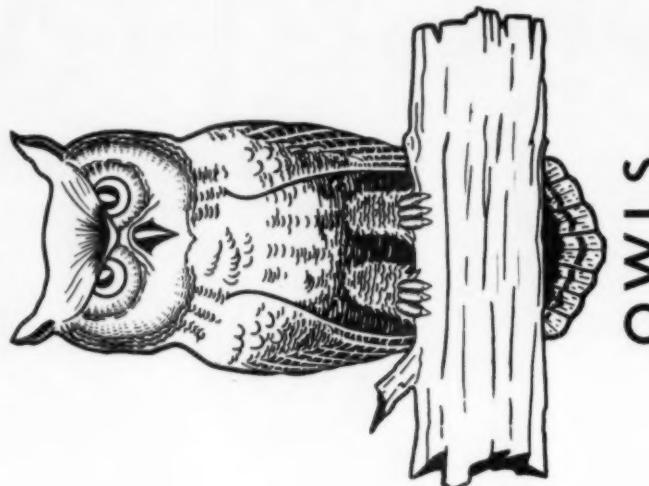


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School Activities

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As the Editor Sees It



We congratulate the Senior High School of Astoria, Oregon on its very commendable approach to student elections. This school publishes an interesting and helpful pamphlet which carries the picture of each candidate for office, together with his biographical and qualifications sketch. How much more intelligent is this approach than that of the hill-billy-band, bare-legged-girls, smeared-walls-and-sidewalks, cluttered-up-building and similar "political campaign" activities and procedures!

Every worthwhile achievement in the school's program of extracurricular activities should be publicly recognized. And it can be, through home room, assembly, PTA, luncheon club and other programs, the school publications, the bulletin board, the community newspaper, exhibits and special events. Such recognition brings deserved appreciation and stimulates motivation.

We have just read a logical complaint by a teacher in whose school secret societies exist, though prohibited by state law. The sponsors of these societies are being paid out of school funds while the sponsors of regular interest clubs are not paid at all. How come?

We can meet criticism of the schools by (1) ignoring it and considering it a transient or permanent nuisance, a sort of part-of-the-job element; (2) denouncing the critics as trouble-makers intent upon destroying our schools; (3) attempting to prove the criticisms unimportant or groundless; or (4) studying it (not the critics) and, if possible, capitalizing on those parts which are sensible.

We should never forget that an intelligent critic is the best friend a cause or organization can have. An intelligent one.

Interesting facets of school life may be presented effectively through department store window displays, exhibitions, and demonstrations. These can come from any subject (not merely science) and any activity. And any store manager would be delighted to provide the setting, materials, equipment, and professional

assistance. A grand project for your student council.

"There is nothing the matter with American high education that a good dose of financing cannot cure," said a high university official at a recent press conference. Personally, we cannot agree with him, any more than we could agree with a school superintendent who might say, "Give me plenty of money and I'll give you an ideal high school." A building no more makes a school than a house makes a home.

Some councils, cabinets, committees, clubs, classes, and other student groups, as well as individuals, do not realize that "The best place to find a helping hand is at the end of your arm."

In almost any school many and many are the articles lost and found—clothing, books, pens, pencils, notebooks, gloves, shoes, etc. Probably some of them had been designated by the losers as "stolen." Though usually advertised, many of the lost-found articles are never claimed.

An efficiently organized and conducted Lost and Found Committee can help greatly to remedy this situation. No fee is charged for this service. In due time, and after proper notice, all unclaimed articles are sold at auction.

"Why Is Education Obsolete?" runs the title of a distinguished anthropologist's recent article in a university journal. We know of course that education—as every other phase of man's life—has weaknesses but we did not know that it was "obsolete." How unperceiving of us!

It is now illegal for your school to fly the 48-star flag. But do not destroy the old flag; save it for historical school and community use later. If you do not have a new "old" flag you can easily obtain one (for little or nothing) from a flag maker. Store it in a plastic bag; if it is wool, add a few moth crystals.

Often, it would seem, a committee meeting represents largely a pooling of ignorances and a rearrangement of prejudices.

Now as never before attention is being centered up on leadership and many and varied are the definitions of it, descriptions of its attributes, and proposed methods of developing it.

The Eight "Ins" To Leadership

The First "In"—

INTELLIGENCE

WHAT SORT OF LEADER did you elect to be president of your student body or chairman of your Junior Red Cross council? Was he someone with personality—plus? intelligence? a sense of humor? enthusiasm? was he a good talker? onto his job? able to get things done? not afraid of hard work?

He may have been a combination of all these traits. If so your group is lucky and a good year lies ahead, provided—your chosen leader has the support of other fine group leaders.

All leaders you know cannot all be president. It takes good leadership on the part of committee chairmen, other officers, and lay members of the group, too, to insure the success of a group.

To help all leaders understand their roles better, the *Red Cross Journal* is planning its monthly themes around "Eight In's to Leadership." These "Eight In's" are not the only *in's* by any means. You can easily add to the list because, at the risk of being dubbed "corny," it is really interesting to note how many qualities of leadership involve *in* prefixes. *Intuition, incentive, independence—ad infinitum!*

Intelligence is considered by many as being the master key to the door of leadership. This may be true, yet without the added factor of a warm, sensitive, enthusiastic personality, intelligence by itself is a cold proposition. Alone, it seldom inspires admiration, respect and cooperation on the part of a group.

OUR COVER

The upper picture shows the results of a Thanksgiving-Christmas Drive for the Salvation Army, co-sponsored by the Key Club and the Varsity Club of Louis E. Dieruff High School, Allentown, Pennsylvania. The objective—2,000 cans of food; the result—9,303 cans.

The lower picture shows a roller skating session at Barrington, Illinois, Junior High School. And, judging from their expressions, the students are really "listening to teacher."

LOIS JOHNSON

Editor

The American Junior Red Cross Journal

But with intelligence and personality, which you can cultivate, you as a leader have scored an inning towards successful leadership.

The Second "In"—

INTEGRITY

If you were asked to name the quality you regard as most desirable for a leader to possess, what would you say? You would probably say first that this is a hard question to answer. So it is, but if you look around you at the leaders you know whom you most respect and trust, you may get a clue to your answer.

Without doubt you would choose those you know can be depended upon, whose actions are above reproach, and who stand firm once they are convinced they are in the right. They would be fair, honest, straightforward, strict in the fulfillment of contracts.

The word most aptly describing these traits you will readily agree is—*integrity*.

"If everyone were clothed with integrity," wrote Molière many years ago, "if every heart were just, frank, kindly, the other virtues would be well-nigh useless."

The story is told of how Lincoln, the lawyer, was once asked to accept a case. When all the facts were laid before him, Lincoln looked straight into the eye of the would-be client, and replied, "Yes, you probably have a good case, but I won't touch it with a ten-foot pole. You see, I don't believe you are in the right, yet if I argued your case before the judge and jury, I might finally convince myself you were right, and that I was too! I wouldn't want to take that risk."

Lincoln was a man of integrity. So are many other outstanding leaders, and so can all of us strive to be, for the quality of integrity can be cultivated.

The Third "In"—

INSPIRATION

It was Thomas A. Edison who said: "Genius is one per cent inspiration and ninety-nine per cent perspiration." It was not by chance Edison put "inspiration" first. He knew that without that spark, no amount of work alone can produce results that would be classed as genius.

You see evidence of the same thing happening in groups you belong to, whether the group is a Junior Red Cross Council or a school club. If your leader is inspired with an idea and can arouse the same enthusiasm he feels among the members of his group, then you are fortunate, and your group is headed for really getting things done in a big way.

If you look at history, too, you will find it is filled with such examples of leader inspiration translated into group action. Take our own founder of the Red Cross, Henri Dunant, as an example. Had he not been inspired to write his little book, "A Memory of Solferino," and then by persistence and hard work been able to quicken action among leaders of nations, the Red Cross would not have developed into the great world-wide organization it is today.

We can't all have the inspiration of a Dunant, but we can give ourselves wholeheartedly to whatever we are called upon to do and so be able to inspire others to action.

As John Ruskin once wrote:

What you have with you and before you daily, dearest to your sight and heart, that, by the magic of your hand or of your lips, you can gloriously express to others.

Inspiration is a vital ingredient for leaders to cultivate.

The Fourth "In"—

INTEREST

Interest is a vital ingredient to successful leadership. Interest not only infects the leader; it can also spread contagiously to all members of the group.

I am thinking of the many experiences high school students have often told me, so what I am going to relate to you could actually have happened to someone.

This hypothetical story is about a student who was a member of Junior Red Cross, yet his interest in the program was practically nonexistent.

One day early in the school year, a friend persuaded him to go to a JRC council meeting. The idea at first bored him. He knew little of what was being discussed at the meeting, cared less, and was just plain uninterested.

Before he realized what was happening to him, however, the enthusiasm of the chairman and the council members began to take effect. The more he listened, the more interested he seemed to become. Soon he found himself promising to put on his magic specialty act at a ward party the council was planning for the next week at the veterans hospital. That party was an eye-opener. He had never before felt that warm glow of satisfaction in bringing pleasure to others as he had when he heard the spontaneous applause from those patients, and saw the smiles of joy and forgetfulness-of-pain on their faces.

After that, there was no holding this student back. His interest in all things Junior Red Cross was fully aroused. He volunteered to help at the next visit of the bloodmobile. He worked with a couple of other fellows on a high school chest. He spoke at a school assembly. And he had the thrill of his life when he saw his painting of a football game hanging on exhibit at the International School Art tea.

His growing interest in Junior Red Cross did not go unnoticed. At the council election in May, he was chosen unanimously as chairman. The following summer he was sent to a JRC training center, and came back fired with greater enthusiasm. Under his leadership, the council went on to the most successful year it had ever had.

You will agree, I think, that this story is not exaggerated. Details may be altered to fit each case, but the fact remains the same: INTEREST or lack of it shows up every time in the success of any undertaking.

The Fifth "In"—

INITIATIVE

Mary was one Junior Red Cross leader with initiative. While she was chairman of her chapter-wide council in a small town in Louisiana, Mary saw that the young people in her community were missing out on a lot of fun and the chance to learn swimming skills because the town's swimming pool was not opened before the close of school. This meant that students had to wait until summer to begin swimming classes.

She got the idea that something ought to be done about it.

But Mary didn't stop with her idea. She did something about it.

First she set out to get her high school's Junior Red Cross council fired with enthusiasm for the idea. Under Mary's leadership, the principal of her school was contacted, then the mayor's help was solicited. As a result, the pool was opened early, a school bus was assigned to transport students to the pool, and swimming courses were set up by the school's physical education department in cooperation with the Red Cross chapter.

This is a true story of the influence of one girl's initiative as a leader, and can be multiplied by other stories just as exciting.

Initiative is a basic and unique function of successful leadership. Unless a leader sees what needs to be done and takes the initiative in carrying out regular or assigned tasks, the group he leads will lack vitality, purpose and enthusiasm.

Initiative must be developed by the leader if the group is to succeed. As Ralph Waldo Emerson so aptly said: "Nothing great was ever achieved without enthusiasm." And enthusiasm is aroused only in proportion to the initiative of the leader.

IN ADDITION to having initiative, the indispensable ingredient, the person who wishes to become a community leader must be informed about community problems. Citizens have respect for the man who has acquired the facts and who can present them logically.

A good community leader always exhibits cooperativeness. He must be able to work with all kinds of people under difficult circumstances. He must be inspired by the aspirations of others and be willing to assume his share of responsibility.

Close behind cooperativeness comes the quality of tolerance. Democracy thrives on free debate and a tolerance of beliefs, the foundations of which are laid not in the nation's capital but at home and in the community.

Also high on the list of attributes for community leadership is wholesome respect for institutions and traditions. A good community leader does not deprecate the work and accomplishments of his predecessors but instead tries to create improvement by building upon what has gone before. He recognizes that citizen values

are reflected in community traditions and social organizations which can best be advanced by respecting what has been done in the past.

Finally, an important quality for community leadership is faith. A leader may not readily find answers for specific problems or foresee the consequences of certain actions, but he has faith that reasonable solutions will be found. He exhibits confidence in his coworkers and his local institutions. In short, he exhibits faith in the democratic processes of the community.

The Sixth "In"—

INTERDEPENDENCE

Interdependence as a term seems almost self-explanatory. Without interdependence, which implies teamwork, no basketball team, no football team would stand the ghost of a chance of winning.

But how often do we stop to think that interdependence is also a vital ingredient of successful leadership?

A good leader persistently seeks to understand the group and its goals, and how he can encourage each member to work harmoniously and effectively for the benefit of all. He cannot afford to let himself act as a prima donna. Even a star on the stage needs a supporting cast if he is to shine!

In the Red Cross world this spirit of interdependence is especially marked. Only by working together under strong leadership have the 82 sister societies of the League of Red Cross Societies been able to become the international force they are today. This interdependence is always paramount in time of disaster when aid is rushed with all speed to a stricken country.

From your own experience in Junior Red Cross you have probably sensed the interdependence existing between a high school council and its teacher-sponsor, or between the various high school councils represented in a chapter-wide council, or between high school members and the responsibility they may take in helping with a JRC workshop for the elementary school members.

John Donne was surely right when he gave us these immortal words: "No man is an island, entire of itself. Every man is a piece of the continent, a part of the main."

He might have added: "Interdependence makes the continent strong."

The Seventh "In"—

INSIGHT

To raise your sights as a leader you must have insight, for insight and analytic ability go hand-in-hand with successful leadership.

Insight begins first with self-analysis. Try turning the spotlight on your innerself. What kind of leader are you? Do you put the wishes of others above your own? Do you talk too much at a meeting? Or are you willing to listen to others? Stand off and watch yourself in action. What does your appraisal of yourself reveal?

Next to the ability to develop an understanding of yourself is the ability to see into the tickings of your group members. Do you regard each as an individual who has special talents to contribute to group undertakings? Do you consider how you can bring out those talents? Are you sensitive to the feelings of the members toward each other, toward you as a leader, and toward group objectives? Are you careful to give everyone a say? And are you always willing to recognize the universal "How-am-I-doing?" question by expressions of appreciation for work well done?"

A good leader also needs to have insight into the purposes and aims of a group. Do you have a clear idea of what you want to accomplish? Are you concerned only with projects for the group to undertake? Or do you think of the larger purpose to which the projects are only one aspect? In other words, do you try to see *both* the trees and the forest of which they are a part?

Insight involves close scrutiny and sincere questioning, but such scrutiny and questioning give a leader a better perspective of himself, of his group, and of how he and the group can work together productively.

The Eighth "In"—

INVENTION

What a dash of spicy seasoning does to an otherwise bland dish is what happens to a group when its leader uses his powers of invention.

To make this clear, just think about some meeting that you may have attended where the president showed little spark of enthusiasm. He may have arrived late, and to all appearances, came to the meeting cold. His agenda had been poorly organized, and the business lagged. Your reaction was—"So what?" Then and there you decided your time had been wasted, that you

didn't care whether you ever went to another meeting or took part in any project.

On the other hand, you may have gone to another meeting that had quite an opposite effect on you. This time the leader had arrived well ahead of the hour set. He had seen to it that the room was aired and ready. He had used his inventiveness in re-arranging the chairs. He and his committee had set up an attractive exhibit planned around a new project he wanted to introduce. The agenda for the meeting had been carefully worked out and copies had been made for each one present. A new twist to the program had been invented by the leader that excited everyone's interest. Result of this leader's invention? Enthusiasm and interest plus.

A leader will find that when he uses his imagination he himself will have more fun on his job, and the group members will build that great feeling of "going places and doing things" that comes from successful working together.

Game of Chess is Fascinating

JAMES G. CASUCCI

School Psychologist

Sponsor, Club Programs

Delaware County Schools

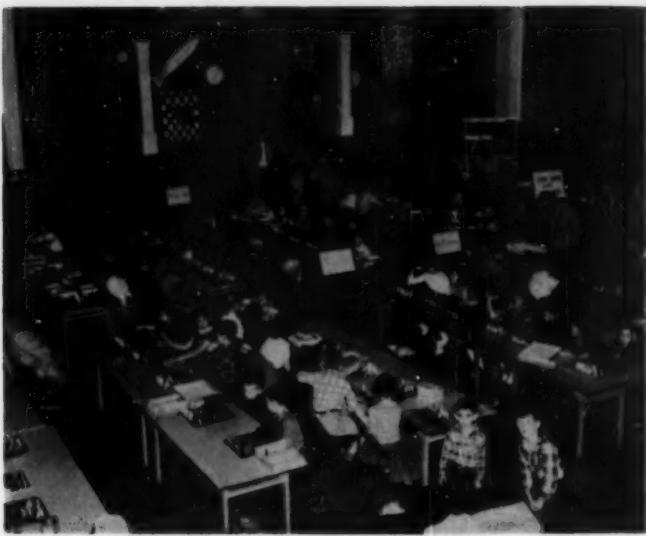
Walton, New York

Chess, possibly the oldest game in existence, is probably the most fascinating. Wherever people take pride in their ability to think you will find people playing chess. The fascination lies in its perfection; luck takes no part, the better player always wins. You can't cheat or bluff your way to victory.

Contrary to popular opinion, chess is easy to learn. Conceived to show the maneuvers of ancient warfare, it is a battle between two armies, each headed by a king and his queen.

Reflecting the era in which the game developed, each player also has two bishops, two knights, two castles, and eight pawns. The object of the game is to checkmate, or capture, the opponent's king by forcing it into a position from which it cannot escape.

Some chess players are capable of playing "blindfolded," that is, without looking at the board at all. In 1947, Miguel Najdorf of Argentina established a record by playing 45 games of chess simultaneously, blindfolded, and losing



only two of them.

Chess is best loved for its variety. The first ten moves on either side of the board can be played in 169,518,829,100,544,000,000,000,000 different ways.

Chess helped George Washington to win the Battle of Trenton. An enemy spy had learned of General Washington's plans and sent them on to the British general. When the note arrived in the enemy camp, the British general was so busy playing chess that he absent-mindedly put the message into his vest pocket! Several hours later, when he read the note, it was too late. General Washington had won the battle.

To the uninitiated, the high school yearbook is a publication which appears about the time school is out and was gotten up during the previous month; also, it requires no particular student and sponsor abilities, only relatively light efforts, and few solutions to difficulties. How false!

So You Are Sponsoring a Yearbook

ONE OF THE BIGGEST SHOCKS I ever received was when as class adviser of the Junior Class in our school, I found I was sponsoring a yearbook. I knew nothing about yearbooks; never worked on one, never thought of one, and frankly was not very much interested in one.

Now perhaps you are in the same situation —what do you do? First, it is what you don't do—"Don't Panic!" I got through it and so can you.

On the following few pages I have tried to record for your use the essentials that I have gleaned from reading and from experience. I hope they will be of some value to you. If you have suggestions on how to make this more functional for next year's adviser, please note in the margin and return this story for revision for the next new, green neophyte.

In our school we use the Historical type of yearbook: summaries, pictures, chronologies and

JUNE W. COLE
Central School
South Otselic, New York

other representations of things that have happened throughout the year.

The purpose is to answer the question in years to come, "What was my school like?" The main value of a yearbook, strangely enough, is not for the students now, but ten, twenty or even thirty years from now. It must, therefore, be understandable to the reader. It must be a dignified publication, worthy to bear the name of this school on its title page. So much for the philosophical background!

You are wondering where to begin. There is a place to begin but before you do I suggest you read all of this and then come back and follow it through step by step.

First thing to do is meet with the administrator to determine and clarify the policy rele-

vant to publication of the yearbook. Contracts in our school are made the previous spring by the adviser with the consent of the administration. Actually this is the ideal time to confer with the administration. Our printing is a package deal with a lithograph company, and this has proved most satisfactory. The photography is another matter—but the proposition which looks financially sound and the company which will give you the best deal represent good old common-sense decisions.

Next is the problem of the staff. Naturally you would like the most intelligent, conscientious and enthusiastic staff you can possibly get. But—the staff will be elected from the Junior Class—so it now becomes your job to set the atmosphere in which this Junior Class will work. They know little or nothing about a yearbook. This will be one of the largest expenditures of the school and, of course, the class. They are even less than amateurs, so it becomes your job to impress upon them the size of their undertaking, the cost and the quality of the result. They must not be made to feel that it is an unsurmountable task or that you do not know what you are doing. To create just the right atmosphere for their choice of staff may take some ingenuity on your part.

Details of the sales campaign are explained to the staff and the importance of meeting the deadlines. The cost is then estimated by the staff. Here you have contract estimates from printer and photographer. Add about ten per cent for unexpected expenditures.

A meeting of the advertising committee is called and these expenditures are presented. Usually our prices are based on a 200-book figure. At present the established price is \$2 per book of 64 pages. It now becomes quite simple for them to see how much of the cost of the publication must be raised in ways other than sales. Subtracting, you will find there will be in the neighborhood of some \$700 to be financed. The selling of advertising space, objectionable in some places, is still used in our school. At present the price of advertising is \$30 full page, \$17.50 for one half, \$9 per quarter, \$5 an eighth and \$3 a sixteenth. It is thus more profitable not to sell a full-page ad, but sell each page in sections. Twenty pages would be the most that should be sold.

A time schedule should be worked out to show when each person has some free time to

devote to the yearbook. Regular staff meetings should be held if policy which concerns the whole staff needs to be discussed. These should be conducted by the editor.

Various groups must also meet often to see how work is progressing. It is even necessary to meet with individuals. Do not let the yearbook become a burden to either the sponsor or the editor. Work should be delegated and supervised by the sponsor and editor.

Before work is actually begun a dummy should be made. The yearbook publisher will furnish a blank one for this purpose. It should be carefully made up with copy and photos to appear on each page.

A theme makes a more interesting book and tends to tie it together. If a theme is chosen, it is important to carry it out in the organization of the book. It should be included in the dummy. The theme should be carried out in the sectional division pages—so do not choose division pages until theme is chosen. Then you may use company pages or make your own.

You are now approaching many of the pitfalls, as you set about to lay out your dummy. This dummy, which is also the layout, should include

1. Title page. Name of book, class publishing it, name of school, location and date.
2. Table of contents or divisions with paging. It is important to number pages in a yearbook.
3. Dedication. This should be a right-hand page as it is more quickly seen by the reader. A word here about dedications. They should be to a single individual, usually. Be sure a good portrait is used. It is better if the portrait does not occupy a full page. It is the prerogative of the class to decide to whom the book shall be dedicated. This dedication is top secret until the day the book is officially dedicated and goes on sale.
4. The layout of your dummy may vary but usually follows with administration, faculty and classes in order. Seniors are featured; juniors, less so. A comment or two here. Some books do not feel the Board of Education is necessary but since many of them are former students I believe it is good public relations to include them as part of the administration.

The other comment pertains to the faculty. It is best to use individual portraits, labeled of course. Use only pictures taken by the yearbook

photographer, so head size and background coloring will be uniform. This will be one of your most difficult areas because woman faculty members are never satisfied with the pictures that are taken.

The pages devoted to the Junior Class should be dignified and serious. They should contain a record of each student's activities only. The next few pages may be devoted to junior activities and records. These may be in a lighter vein. Do not use autograph sheets here; they belong at end of book—if used at all.

Pictures of classes follow. Formal group pictures are best, so all individuals can be easily seen. It is most important to have good clear pictures, with names spelled correctly. Pictures should have captions appropriate to the plan of the book. If there is page space enough in your plan, informal activity pictures and class write-ups may follow formal pictures. Here, watch calibre of pictures so they are equal to regular photographer's work. Do not use baby or kid pictures anywhere in the book. They do not represent the past year's history.

5. Next area included in your dummy will be activities. Do not use pictures of athletic teams in street clothes. Individually posed and action shots are used. Highlights, interesting events and unusual happenings make good material.

Music activities should be presented in setting.

Organizations should have pictures with complete membership. Clubs should be arranged alphabetically. This section should include yearbook staff and student council. Good layout in this area does not result when space is divided equally between picture and copy.

6. The next section can be a miscellaneous section. This might include alumni pictures. These have no intrinsic value but do boost sales sometimes. Here is the place for snapshots. One picture is worth 10,000 words. It is possible to promote a snapshot contest to secure pictures to be used. These "shots" must be good, and tell stories.

Other school personnel are included here: janitors, drivers, secretaries, cafeteria management, etc.

Here one could include a chronology of the year's events.

7. The final section is the advertising and actually is very important. Do not attempt to

set ads until advertising campaign has been concluded. Be sure territory is divided and all areas are covered by teams of workers. These have copy sheets for ads and receipts to give advertisers. On the copy sheet should be printed size and price of ad, name of publication and school, name of solicitor, whether ad is paid or not and, most important, location of ad *exactly* as advertiser wants it. Pictures may be used.

You are now ready for actual layout. Again, be sure a professional takes the picture. Do not make your book entirely a picture album—balance it with copy. Staff assignments should include writing this copy.

When the copy is ready, turn it over page by page to copyreaders for checking, then have pages read by the editor. The sponsor does the final reading. Copy is now ready to send to the publisher. If all deadlines are met on time, book will be returned about six weeks after final deadline.

Sometime along the way, the class selected a cover for the book. This should not be costly. It can be one of two types: either stiff or flexible paper, or an artificial leather, which can be either padded or not. For the additional cost, I do not recommend padded covers. Always remember the content of the book is more important than the covers. At the same time, it is well to remember the cover makes the first impression one has of the book, so be sure it is attractive. Fancy end papers are more expensive, so if the budget is very tight, it will probably be better to use plain ones.

Points to Remember

1. Select staff early in spring of the year before yearbook is to appear.
2. Choose the theme. Is it original? Does it arouse interest now? Will it last? Will it help sell the book?
3. Set up the budget.
4. Plan sections and relate them to the theme.
5. Make a dummy—complete for each page.
6. Pick your printer and engraver.
7. Get your photographers and writers to complete spring activities in spring.
8. Integrate plans with production schedules, so you can get all the discounts.
9. Keep your assignment book up to date so you know where each job is.
10. Select art work on basis of originality and quality.

11. Check all pictures most carefully. Can you see people in photographs well enough to identify them easily? Are they doing something that is characteristic? Do captions fit?
12. Be accurate in names, activities, events, dates, etc.
13. Check for balance in the treatment of different sections of the book.
14. Have proof read carefully by more than one person.
15. Keep tabs on sales campaign and adjust number of copies by deadline date.
16. Check often with staff.

The Second Guess

JACK CARBERRY

As this congregation knows I have been around the sports beat for a long, long time. And for as long as I can remember, I have listened to the cry of the loser, "We was robbed," to alibi his own or his team's shortcomings. But in all the years I have never witnessed, nor have I heard, anything approaching the complaining voiced nowadays not only by the spectators, but by players, and more especially the "teachers" of our athletics.

Maybe it is the times in which we live. Maybe it is traceable to a world in which there is a general distrust of leadership, in governments, and in business, and even in our social life. Whatever the cause, there is in the world of sports a growing disrespect for authority—the referees, the umpires, the linesmen and the judges.

Now I am not attempting to put the "blast" on any individual or on any particular sport. But I want to tell you the story the father of a 10-year-old lad told me—a story which I think should make every "teacher" of American games, coaches and players alike, reach a better understanding of their responsibilities.

The boy is a member of a South Denver Sunday School league. The team, as are the other clubs, is sponsored by the dads of the various congregations who provide the uniforms, pay the cost of hall rent, and other expenses. Coaching is provided by various church members who give considerable of their time. Officiating is on the same volunteer basis. Every effort is made to have the families of the players attend the games, the thought being that this will

aid in producing "family togetherness"—a word we hear used, and overused, quite frequently.

This particular father, and his wife, attended one game last Wednesday night. Both came away shocked—and frightened.

During the course of the game their boy, along with his teammates, kept up a constant screaming, directing their remarks at the officials—berating them for their calls, and jumping up from the players' bench to emphasize their disagreement by gestures which have become all too familiar to basketball audiences everywhere—the hold of the head in both hands, as though in agony, the holding of the nose and such cries as "you stink," and "you robber, you."

"I was tempted," said the father, "to go down and take my boy off the bench. But I feared that might break up the game. But when I got him home I sat down with him and asked him what he meant by such conduct."

"Why did you act as you did—surely you know the referee, a good friend of ours, would not cheat your team, or any team? Did you really believe you were being cheated?"

"I was not," the father said, "prepared for the answer I got."

My boy said: "No, I did not think we were being cheated—I like Mr. [he named the referee] very much, and he is a swell guy. But he was an official, and all the coaches on the big teams, and all the players on the Truckers and the college teams you take me to see, yell at the officials and make signs, and they are all good coaches and good players."

The boy named one coach in particular—truly a capable teacher of the game, but one given to histrionics, under the delusion, I am sure, that he is adding "color" to the game.

"He [naming the coach] is the best coach in the world, and his players are the best players and they yell at the officials all the time."

One cannot help but wonder if coaches and players on "the big teams" ever give thought to what their actions—not alone upon the playing field but upon—the bench—have upon those who view them as their heroes.

It is serious business. This particular father was undecided as to what he should do. His first thought was to take his boy out of sports. If sports taught little more than disrespect for authority—and that is exactly what such antics as one witnesses in sports mean—then sports surely have lost all their value.

If an official is incompetent, be he volunteer in the little Sunday School league, or the well-paid referee on the field for the "big games," his future services should be dispensed with.

But the growing disrespect for authority being exhibited in American sports today cries out for corrective action also.

Monday there were 642 inmates in Denver's

county jail; there were 73 boys and girls in Juvenile Hall; several additional hundred were in the state home at Golden. Why? Because 99% of them lacked all respect for authority—of teacher, of minister, of priest, of policeman, and of the laws under which we live.

Let us cut out the "play-acting" and play ball.—*Denver Post*

It is undoubtedly true that a considerable proportion of advertising in school publications is obtained by methods that represent anything but "good business." Let's improve our solicitations.

Are You Considered a Swindler, a Free-Loader, or Just a Pest? You Need Not Be Any of These, if You Sell the Advertising for Your School Publication!

SO YOU HAVE BEEN CHOSEN to solicit advertising for your school publication. Publication practices vary a great deal, but chances are a lot depends on your success as a salesman. Let us take a look at just how important your job really is. . . .

According to a survey of national scope, practically every school newspaper is dependent on advertising sales. In the average high school publication budget, ads are relied upon to foot the bill to the tune of 50 per cent of publishing costs. Another recent survey of 75 of the largest schools in Kansas, shows that more than 50 per cent of their school publications are partially financed by ad sales. But here lies the rub. Some high school solicitors are making ad sales pay 90 per cent of publication costs. Many are bringing home only 8 to 15 per cent of the revenue needed to finance the publication, and are tugging at the apron-strings of the local school board fund with gusto. Why are the cash receipts so disheartening to a large number of publication staffs?

"WANNA BUY AN AD?"

A dish of choice ham and fresh eggs is being represented: "How about some diced ham-fat in baked, powdered eggs?" Too many solicitors are failing to offer anything worthwhile for the merchant to buy. "We have been selling this same product for years, and people have always accepted it . . . so why don't you?" Of things taken

H. B. CAMPBELL
Joplin, Missouri

for granted, advertising is outstandingly not among them. It is *sold*, not "handed out." How much is tallied on the cash register, is strictly up to you.

Someone once said, *even before the advent of radio and TV*, "Without advertisement, the American people might well hate and distrust soap and all that soap implies." Taking this statement with a grain of salt, effective advertising does play a very important role in the lives of everyone. Only after you gather some evidence which will convince you of your bargaining power, will you really sell the local merchant. Only then will you have something worthwhile to offer for sale.

GATHERING EVIDENCE

Advertising agencies scattered throughout the country continually conduct surveys, and gather statistics which will enable them to slant and sell their advertising to merchants in a new or unique way. For instance, television was making inroads on the advertising sales of a certain Oklahoma newspaper. The paper business manager obtained a chart from the water company which indicated that water consumption in the city was at its highest peak, during TV commercials. "The entire family is flocking into the kitchen for a drink of water everytime there is a commercial,"

they told their former clients. "Television advertising is ineffective, because no one is watching," they further asserted. Whether or not this was the case, the water chart was authentic, the argument was convincing, and the newspaper not only made a rapid recovery, but increased its ad sales to a new high.

MAKE YOUR OWN SURVEY: SELL YOURSELF

Compile the following questions and others which will occur to you, mimeograph them in questionnaire form, and have them filled in by your school population. Then record the results in chart form. You, too, will find innumerable reasons, *based on fact*, why merchants should buy advertising space in your publication.

I.

- A. Where do your fellow students buy:
 1. clothes?
 2. shoes?
 3. sporting goods?
 4. spend money for food and entertainment?
- B. What are other expenditures they make for goods and services?
- C. What are their total monthly expenditures?

II.

- A. Where do the parents buy:
 1. furniture?
 2. cars?
 3. jewelry?
 4. cosmetics, cigars, and other items?

III.

- A. How many people in your community read the publication?
- B. Who are they?
 1. students?
 2. parents?
 3. relatives?
 4. friends?
 5. others?

IV.

- A. Is the school publication available in:
 1. barber shops?
 2. beauty parlors?
 3. doctors' offices?
 4. dental offices?
- B. Where else is it seen and read?

The answers to these questions, and others you will think of are *selling points*. One should never forget: *nothing* is as important as a courteous and polite manner of delivery, when one is sharing such information.

.... THEN SELL OTHERS!

Now that you have black and white evidence, add some color and flavor from your own imagination in the form of attention-capturing ads. The readers have to notice the ad for the merchant to benefit. Show the merchant the means you have for accomplishing this. The following are just suggestions; you can think of better ones.

1. Incorporate current gossip into the ad, (of the non-injurious type), about schoolmates, parties, et cetera.
2. Facts, dates, and quotes about famous persons, happenings, and places, set into the ad.
3. Include in the ad, a picture of student:
 - a. wearing the clothes sold
 - b. using the product offered
 - c. taking advantage of the services rendered
4. Use a comic sketch somewhere in the ad, but be sure you secure the permission of the merchant.
5. Induce the merchant to give a coupon ad which entitles school students to a special reduction of price, when they present it with proper identification.

FACE-TO-FACE SELLING: IT CAN MAKE, OR BREAK, YOU!

The merchant's appearance, his attitude, and his talk will all give you a cue as to what is the best way to present your information. The Spears and Lawshe text, *High-School Journalism*, lists some do's and don't's which should prove helpful to you:

DO:

1. Prepare yourself before you start out to sell. List definite prospects, determine what they might advertise, have in mind the size space they could readily take, and attempt to learn the name of the right person to see. Entering a firm and asking for the ad man by name carries much more weight than merely asking for the man in charge of advertising.
2. Be businesslike when you approach the merchant. This means knowing the merits of advertising in a paper, having a complete knowledge of the rates and provisions, and assuming a cheerful and businesslike attitude. These things develop the prospect's faith in the publication.
3. Carry a list of the names of those merchants who year after year continue to advertise in

the paper. Merely keeping its name before the high school student at this important period of his life does much to assure the firm steady influx of customers in the future.

DON'T

1. Beg advertising from a firm. The day of appealing to sympathy, to school loyalty, has passed. The school paper, or yearbook gives value for money received, and only on this business basis should advertising space be sold.
2. Use the fact that you are a customer or

that the school made a certain purchase to "force" a sale.

3. Use family contacts as a substitute for sales talk. Appealing for ads because of friendship is in the category of begging and sympathy ads.
4. Consider a sale incomplete until all arrangements have been made for securing copy for the ad. Businesslike procedure must not cease, once the space is sold.

Finally, *DO* take *No* for an answer, but *DO* be a *90 PER-CENTER! GOOD LUCK!*

Not only can the informal and student-centered club very attractively and profitably supplement the formal and teacher-centered classroom but also it can bring attention to many important and interesting phases of student life that are not covered in the classroom setting.

The School Club Program

Principles

A well-planned, well-organized, and well-administered club program in a secondary school will serve to enrich classroom activities and supplement them. Clubs related to subject matter fields seem to be a natural extension of the school subjects. They should provide an opportunity for vitality, which would be hard to maintain in academic subjects along traditional lines.

The spontaneity of student activity at its best is probably to be found in the well-organized school club. The program of such a group provides for a wide variety of satisfying experiences, and its conduct presents many opportunities for student initiative and resourcefulness. Students are encouraged to establish objectives and determine means of attaining them, and also to evaluate their successes. This is in direct contrast to direction and methods in classroom instruction wherein these are established by the teacher.

In the club program variety becomes the rule rather than the exception as there is no academic prepared course of action. The students are provided with the means to discover, stimulate, widen, develop and capitalize their curiosities. The fundamental "urges" of the adolescent are happily engaged in attractive and absorbing activities and thereby prevent mental uneasiness and emotional instability.

The club program provides a good method for students to explore their capacities and live

A. T. OLSON

*Northside Junior High School
Reno, Nevada*

life successfully. The school must look upon life itself as the medium for true learning experience. The adolescent youngster must feel that he counts with his fellows. The cooperative movement provides the method whereby students undertake in small groups a project of considerable dimensions, plan for its execution, assign parts, organize the whole, and present the results of their labors to the community.

Examples of the valuable contribution of the club program in the educational system is illustrated by 4-H work. It discovers and keeps on the farm boys and girls whose interests naturally lie in that direction. By offering farm and homemaking activities on a volunteer basis it provides vocational incentive to young people with aptitudes. However, this program was greatly accelerated through public recognition and financial reward.

In a school club certain underlying principles must be recognized. The success or failure depends upon its acceptance and recognition, aims, objectives, and functions. These are well summarized by one author as follows:

The functions of the club program, simply stated, are to provide learning experiences that will broaden the cultural horizon of the individual, to supplement the formal curriculum by increasing knowledge and skills,

to discover and develop special aptitudes and abilities, to afford constructive use of leisure time, to offer opportunities for vocational exploration, to teach socially acceptable attitudes and ideals, to provide situations which will contribute to the formation of improved behavior patterns, and to democratize education.

With proper capitalization of these, emphasis is directed to the elements of good citizenship so that "The student prepares himself for living wholesomely tomorrow by living normally and naturally today."

Administration

All personnel affected by club enterprises should be informed of its potential values. The possession of information about a club by only the teachers and administrators alone does not guarantee that the program will be successful. The achievement values must be shared by all as success will depend upon the cooperation and support of the entire professional staff of the school.

A school which accepts the philosophy of clubs should be able to develop an integrated program of classroom and club activities. The administration should assume responsibility for the task of encouraging, guiding and assisting teachers along club activity lines. The chartering of clubs usually is the responsibility of the student council or an appropriate administrative school officer.

Internal Organization

Contemplation of a club should receive serious consideration prior to formation. A survey requirement may be necessary in order to establish sufficient evidence of interest and enthusiasm so necessary for acceptance and perpetuation. Membership should be sought as a privilege promoted by student interest in academic subjects and participation.

Formal organization should be delayed until the charter has been granted. The chartering agency should be provided with information about proposed activity such as: name, purpose, membership, sponsor, proposed constitution at later date, time of meeting, attendance requirements, submission of reports, etc. Should the charter be granted, formal organization would be executed.

Internal organization and management should be kept as simple as possible, with provision for flexibility and informality, and yet sufficiently firm to provide for efficient and orderly management. The granting of a

formal charter provides operating authority which would of course conform to the original application.

Should the proposed constitution, bylaws and original application fail to state certain requirements, they should be included in club regulations. Many of these may be incorporated in the club pledge and thereby be adequately publicized by members. The inclusion of safety regulations, discipline, equipment factors, school trips, etc., might provide control without constant supervision.

The real impetus behind a good club program will come from the students who recognize the merits of the activity. Therefore objectives, organization and procedures must be publicized so that membership requirements reflect positive and active participation. Some important requirements should be

1. Pupil interest establishes eligibility.
2. Voluntary association.
3. Membership for semester or year only.
4. Attendance requirements.
5. Active participation.

The following constitution and bylaws seem to include the desirable features of a charter for club operation.

ARTICLE I

Name and Purpose

Sec. 1. This organization shall be known as Northside Science Club.

Sec. 2. Its primary object shall be the promotion of interest and participation in the Northside Science Club.

ARTICLE II

Sec. 1. Any person enrolled at Northside Junior High School interested or engaged in the study of science shall be eligible for membership.

Sec. 2. Members shall comply with the requirements of the constitution and bylaws and with the laws of the Northside School.

ARTICLE III

Officers of Club

Sec. 1. The officers of the club shall consist of a president, vice-president, secretary, and treasurer.

Sec. 2. These officers shall be elected by the membership for the school year.

Sec. 3. In addition to the regular officers, a member of the school faculty shall sponsor the club's activities and act in the capacity of adviser.

ARTICLE IV

Conduct of Meeting

Sec. 1. The Executive Committee, consisting of the

School Activities

officers of the club, shall manage the affairs of the club in accord with the constitution and bylaws.

Sec. 2. The president shall preside at all meetings, and shall have general supervision of the affairs of the club.

Sec. 3. In the absence or disability of the president, the vice-president will assume the duties of the president.

Sec. 4. The secretary and treasurer shall perform the required duties of these offices; taking minutes, performing correspondence and collecting dues, and paying bills.

Sec. 5. A majority of the membership shall constitute a quorum at any club meeting.

ARTICLE V

Amendments

Sec. 1. This constitution may be amended by $\frac{2}{3}$ vote of the entire membership.

Sec. 2. Proposed amendments shall be submitted in writing at a regular meeting and shall be voted on at the next meeting.

BYLAWS

Sec. 1. Regular meetings shall be held each week, with special meetings called at the option of the president.

Sec. 2. Members absent two or more meetings a month without permission of the president and/or adviser shall be expelled.

Sec. 3. The officers shall be elected at the first meeting of the year.

Sec. 4. Unless otherwise specifically indicated, a majority vote, quorum existing, shall determine the action of the club.

Sec. 5. The regular order of business at regular business meetings shall be

1. Roll call.
2. Consideration of minutes of last meeting.
3. Reports.
4. Unfinished business.
5. New business.
6. Work group.

The above order or any part may be suspended by $\frac{2}{3}$ vote at any meeting.

Sec. 6. These bylaws may be revised by a $\frac{2}{3}$ vote of entire membership. Proposals for revision shall be submitted at a regular meeting and shall be voted on at the next regular business meeting.

Club Activities

With formal organization completed, the activities of the club should be coordinated with those of the entire school. The appointment of committees would be dependent upon the variety of participation. However, appointment of a permanent program committee seems advisable as many of their projects will require scheduling in cooperation with other school interests. A survey of club members to discover interests and abilities of each would be in order. Efficient,

businesslike procedures must be initiated at the outset in order to concentrate cooperative effort.

Participation in activities such as assemblies should receive consideration early in the year. A request for assembly presentation should be directed to that committee for their early approval. This will insure timeliness, appropriateness, allow for sufficient preparation and rehearsal, besides providing the assembly committee with scheduling information.

In the assembly program, the sponsor may undergo his severest test as its guarantee of success rests with him, the faculty, and competent and enthusiastic cooperating teachers. The schedule, rules, equipment, stage effects, visual aids, devices, etc., must be scrutinized by the group before deciding upon the method of presentation. These methods may include talk, conversation, interview, story telling, pantomime, crystal gazing, living pictures, mock trial and others.

Summary

The line of demarcation between curricular and extracurricular activities is becoming less distinct. The club provides an outlet for a more intimate teacher-pupil, home-school relationship, enabling students to become better acquainted and adjusted. It presents opportunities for student guidance, for developing school morale, and for student participation in the activities of the school.

The adviser should learn to inspire and even direct without seeming to do so. Suggestion, tact, patience, and perseverance are essential. Club members should get the idea that not only are they going to do something, but that they will enjoy doing it. Enthusiasm and desire must be perpetuated for continued success. Efficient and businesslike procedures must be put into practice at the outset in order to concentrate interest and develop enthusiastic cooperation.

One disadvantage that must be recognized is that a club may rob the teacher of valuable time. An assignment is sometimes dictated and it then becomes a burden to be endured. Also, the qualification of the teacher to give proper guidance may be overlooked. And the activities of the group may be entertaining only, not educational. These and other possible weaknesses can be obviated by intelligent administration and sponsorship.

Color Day

CAROLINE GOLDING
Vienna, West Virginia

Color Day is well over a quarter of a century in age and, at our school, has replaced a "Skip," "Prank," or "Freak Dress" day. It has been found to be much easier on community, faculty, and administration nerves. Filled with constructive activity (it actually takes about six weeks of preparation), it is an all-round enjoyable day and one that diverts students from destructive activity which might accompany a day of greater freedom from regulations.

As a former senior at Parkersburg High School, I think that I can safely say that to most alumni, Color Day remains a unique and madcap memory of some very happy high school days.

Conspiratorial whispers fly about, C-Day is approaching! Those "in the know" look smug but, with the zeal of duty-bound patriots, breathe not a word of top-secret plans, as C-Day is approaching!

C-Day is here! A new flag flies over Parkersburg High School, West Virginia, a new group rules, and two very special colors are worn proudly by the Seniors.

Underclassmen take a back seat, not through deference, but through tradition. It's Color Day; coronation of the graduating class!

The new flag flies proudly from a well-guarded flagpole—woe to the underclassmen who make the traditional attempt to wrest it from its place on high! Designed and sewn by proud and eager hands, the flag is a symbol of supremacy; carrying out the hallowed class colors, the revered rectangle is referred to proudly by the mighty Seniors. It's Color Day and nothing can go wrong.

Rumors whirl about of Junior Class attempts to steal the flag; it would be unbearable if the flag were to be captured and the Senior party tonight became a "Junior-Senior" party. However, reassured Seniors sit back and relax when they hear that any would-be captors will be expelled at once.

The Senior Doors, always forbidden territory to underclassmen, are especially sacred today; the Senior Steps, centrally located and so convenient, are also forbidden ground, so grumbling underclassmen go the long way 'round to reach class in time.

High spot of the day is yet to come, though. Rumors and counter-rumors circulate. What will the Color Day show be? Who'll be in it?

At last the big moment arrives and proud Seniors, noticeably minus an envied 100 cast members of their number, march into the auditorium to the dutiful applause of the Junior Class.

The curtains part and the show begins. Juniors and Seniors alike are convulsed with laughter as they see the cast create hilariously comic scenes and re-create high spots in the Senior Class history. Losing themselves in the spectacle, the Seniors actually live the strange mixture of past and future, fantasy and reality, that their fellows cavorting on the stage are presenting. The show symbolizes the carefree lives they have led in their high school careers.

The show also symbolizes the Seniors' Color Day freedom; entirely student-written and directed, it is seen by only one teacher before actual presentation. And that teacher is the beloved Senior Class sponsor, Miss Emma Neal Boggess. As the curtains close, Seniors agree that "It's, naturally, the best show ever!" "Next year's will be better," according to Juniors. But everyone agrees that it is (1) hysterically funny, (2) most original, (3) loaded with talent, (4) a shame we can't see it twice.

A second performance of the show is given for the Sophomores, but that is only a minor detail, for now every Senior is wondering what the party will be like.

Decorators are buzzing in the gymnasium, using the Senior colors to transform it into a sparkling fantasy for tonight.

The day flies by and soon it's party time. As the Seniors step into partyland, they notice their flag, displayed high on the wall, and next some reminders of the outstanding events of their high school years.

Entertainment for the evening is mainly the re-enacting of high spots of the show from earlier in the day. After laughing hysterically at the actors all over again, they dance the evening away, until the end of the party announces the close of Color Day—best day of the year, except for Graduation Day, of course.

How long has this been going on? Every February since 1926.

"Princes and lords may flourish or may fade," but COLOR DAY will always wend its new-old way!

The Literary Club is one of the school's oldest organizations. From it developed Dramatic, Debate, Speech, Book, Poetry, Broadcasting, and other related clubs.

Organizing an English Club

CONSTITUTION

ARTICLE I OBJECT

The purpose of this organization is to stimulate student interest in all phases of speaking, writing, and listening; to offer opportunity for practice in these various types of expression for development of poise and self-control; to discover and develop abilities; to deepen interest in the world of literature; to provide an outlet beyond the classroom for creative work; to promote a closer relationship among those with common literary interests for the benefit of individual members.

ARTICLE II NAMES

The name of this organization shall be The English Club. Names of the two sections of this organization shall be the Platonians and the Emersonians.

ARTICLE III MEMBERSHIP

Membership in this organization shall be open to all students enrolled in this school whose major or minor subject is English.

ARTICLE IV SECTIONS

Membership shall be divided into two units, known as sections. Upon joining the club, a student shall elect to become a member of either the Platonian or the Emersonian section. He shall remain in this section as long as he holds membership in The English Club.

ARTICLE V OFFICERS

Section 1. The elective officers shall consist of President, Vice-President, Secretary, and Treasurer for each of the two sections of the organization. Each section shall elect its own officers.

Section 2. The officers shall be elected by a majority vote of the members present at the election meeting. A term shall be for one year.

Section 3. No officer shall serve more than one term in the same office.

ARTICLE VI DUTIES OF OFFICERS

Section 1. The President shall preside at all meetings, shall appoint all officers and committees unless otherwise specified; shall carry out the collective wishes of the membership and be their spokesman on matters of policy.

Section 2. The Vice-President shall assist the President in the performance of his duties; he shall preside at meetings in case of absence of the President.

Section 3. The Secretary shall keep an accurate account of all transactions of meetings; write all communications; file all papers and documents pertaining to transactions of his section; issue all notices as directed by the members or the President; and perform such other duties as usually pertain to the office.

Section 4. The Treasurer shall control all moneys due his section of the club. He shall make payments only on regular warrants drawn by authorized personnel

MARJORIE BELLE RAGLIN Crystal Lake High School Crystal Lake, Illinois

upon receipt of itemized bills approved in writing for payment by the sponsor. At an annual business meeting he shall make a financial report of the year's receipts and expenditures.

ARTICLE VII INSIGNIA

There shall be an official insignia for qualified members of each section of The English Club, and it shall be a point of honor for ex-members to refrain from wearing it.

ARTICLE VIII AMENDMENTS

Section 1. The Constitution and Bylaws may be amended at the annual business meeting provided that a copy of the proposed amendment shall have been submitted to both sections thirty days previous to the annual meeting.

Section 2. To become effective, any Constitutional Amendment must receive a two-thirds vote of all members present at the annual meeting.

ARTICLE IX MEETINGS

Section 1. The English Club shall meet in joint session of its two sections monthly.

Section 2. The President of each section shall call a special meeting of his section at any time upon notice of three days.

Section 3. The annual business meeting shall be held during the month of May each year.

BYLAWS OF THE ENGLISH CLUB

ARTICLE I QUORUM

Sixty per cent of the members present shall constitute a quorum for each section of The English Club.

ARTICLE II ELECTIONS

A Nominations Committee appointed by the President of each section shall submit a slate of nominees to its group at the annual business meeting. Candidates receiving a majority vote of the members present shall be declared elected.

ARTICLE III DUES

Dues shall be 50 cents yearly, payable to the treasurer of the section of the club of which the individual is a member.

ARTICLE IV RULES OF ORDER

Roberts' Rules of Order (latest revised edition) shall cover all parliamentary procedure not otherwise provided for in the Constitution and Bylaws.

SUGGESTIONS FOR EFFECTIVE ENGLISH CLUB PROCEDURES

MEETING PLACE

The room in which regular monthly meetings of the English Club are held should be changed as much as possible from its usual classroom appearance. (A room to be used for club meetings only should be set aside in the school.)

Chairs should be arranged so that sections of the room may be clearly identified. (Emersonians and Platonians will sit in separate sections.) A pattern other than usual recitation rows should be established; two semi-circles might be a good arrangement.

If meetings are held in the evenings, strings of soft colored lights might be hung around the room and usual ceiling lights abandoned. Walls may be decorated with club emblems or decorations appropriate to the type of meeting to be held at a particular time.

The room should contain a piano so that accompaniment for musical numbers and group singing could be provided at all times.

TYPES OF MEETINGS

Monthly Programs. Programs should be planned alternately by each section of the club. Members should be greeted at the door by someone from the hostess group (the greeter may be dressed in costume appropriate to the theme of the meeting). Each person attending should be given a copy of the evening's program.

Meetings should be planned well in advance and with great care. The President may have appointed a committee to take charge of details for each meeting, or members may act as program chairmen by schedule set up early in the year. All programs should offer a variety of information presented in an entertaining, effective way. Each member should contribute to a program in some way during the year.

Singing (group singing of loyalty songs) or other music might be used to open the meeting; during the program music can also be used to break up literary events. The reading of essays, poems, and stories; dramatizations, debates, and declamations; presentation of original selections and works of the masters: all should be used to give variety to the programs. Creative work is strongly encouraged.

Competitions. While the spirit of friendly competition is always present, once per year (or perhaps per semester) a program of presentations from both sections should be judged by

qualified guests. A floating trophy might be presented to the winning section rather than to an individual. The name of the section and the year might afterward be engraved on the trophy.

Parties. A great deal of traditional atmosphere can be made to radiate at parties, particularly if it is possible to hold these in the proper setting. If the club is not too large and the home of a sponsor or a member is available, it is desirable to use such as a setting.

For the Autumn Frolic, appropriately held out of doors, colored lights might be used to decorate the lawn. Active games of English origin might be played, and a traditional dance such as the Sir Roger de Coverley may be taught all new members who have not danced it before. Light refreshments may be served.

The Christmas Revels should be the biggest party of the year. Since this party will entail a dinner, members should be charged a fee large enough to cover expenses. From very simple meals to those consisting of actual whole, stuffed roast pig might be planned, depending upon the circumstances of the group. A real or imitation boar's head can be used in a procession to the table. Plum pudding, spiced cider, and other English delicacies add an extravagant flair, but a group can have an effective party on much simpler fare. A program consisting of singing, English games, etc., interrupted by the Wassail singers will be fun for all members. The most experienced and competent members of the group will need to assume responsibility for this meeting, and the sponsor and parents will need to give much assistance.

A Midsummer Night's Frolic comparable to the fall party might be held if summer session at school warrants it.

Other Activities. All-school assembly programs such as a literary contest, a poetry-reading contest, a dictionary contest might be sponsored by The English Club. Publication of a literary magazine might be a worthy venture since both the club, individuals not members of the club, and the school in general would derive benefit from it.

The club should avoid the typical weaknesses of literary societies: too few students participating; programs uninteresting; lack of variety of material; poor presentations. The sponsor will always be the key person in any club, and it is very necessary that he have both "know how" and time to devote to the club. It cannot otherwise be successful.

Although all physical education people agree that a good intramural program is essential, an over-crowded school schedule, after-school varsity practice, and student transportation combine to hinder its proper development and administration. Here is how one school promotes and handles it.

Morning Intramurals

AS THE INTRAMURAL BASKETBALL GAME at Cullen Place Junior High School, Corpus Christi, Texas, ended, it was difficult to hear the timekeeper's horn because of the cheering of the 420 spectators crowded into the balcony of the gym watching the ninth grade championships. It had been a close contest, and student interest had been very keen. The next morning the eighth grade basketball would start, and on completion of this tournament the seventh grade would start. The intramural football for all three grades had already been run off; and volleyball, track, and softball would follow in that order.

All events are held in the mornings. The large attendance at the basketball game was not unusual as we had been running morning intramurals for four years with steadily growing interest, attendance and popularity.

Morning intramurals happened as a by-product of an overflow of entrants in a ping pong tournament (460 entrants) with only five ping pong tables on which to run the tournament. Some of the matches had to be scheduled for before school hours, and it was noticed that while there were many forfeits in the afternoon matches there were very few in the mornings with quite a few spectators on hand. This led me to try one of the other sports in the mornings, and the results were very encouraging. Consequently all events were played in the mornings, and intramurals blossomed into a real important part of the school's extracurricular activity program.

I have since analyzed the reasons for this big morning interest and have come to these conclusions:

1. Many of the students get to school early but must leave as soon as school is out in the afternoon.
 - a. Some ride with their parents on their way to work or have to catch an early bus.
 - b. Some students have to work after school.
2. The weather is usually very hot in the afternoons but cool in the mornings.
3. There was too much conflict with varsity athletics as far as facilities were concerned.

PETER H. CURRAN

**Cullen Place Junior High School
Corpus Christi, Texas**

4. The varsity athletes could play with their home room team if they played in the mornings.
 - a. Contrary to the opinion of many, I have found that varsity athletes help their teams by encouraging less able boys to band together as a team.
 - b. Teams with varsity talent do not always have the best chance to win.
5. The students are doing something they like that is organized on their level and they belong at a time when they need to belong.
 - a. May I say here that the student is the most important element in anything connected with the school.

Following are a few observations from an administrator's viewpoint.

1. Many of the scuffles and playground troubles occur in the mornings and this program does a great deal to eliminate this situation.
2. You will find an increase in interest in varsity athletics due to a better understanding of the sports involved.
3. You will find a better home room comradeship.
 - a. Many of the students find that the so-called "square" is really a regular guy if given a chance.
4. There is an increase in desire on the part of students to learn more in PE classes.
 - a. If you don't have a strong, organized PE program, this will make you want to have one.
 - b. It must be stated here that the ball-and-whistle type PE program will not help produce a good intramural program. Interest in one program builds interest in another.

Since Cullen Place is a three-grade-level junior high school, we have three divisions in all sports. The teams are home room teams. Officiating on the ninth grade level is done by myself

and on the seventh and eighth grade levels by ninth graders except for championship games which I call.

We use several types of tournaments depending on the number of teams entered and the sport. The most popular is the consolation type. There are 1150 students in our school and thirty-five home rooms. In volleyball alone last year we had thirty-two teams entered for a total of 256 players and an average attendance of 220 spectators per game for the thirty-nine mornings of the tournaments. The year before, during the ninth-grade high jump event where the competition was very keen, over six hundred students crowded the field and jumping lanes to see the finish.

No dates are set in the schedules which are posted in the main hall, as bad weather often causes long delays. Announcements are made over the public address system the morning before the team plays.

Following is a typical schedule as it is run at Cullen Place Junior High School.

Flag Football:

Time: 7:55 to 8:20 with three games being played at the same time.

Field Size: 20 yards by 60 yards.

Major Rules: Each player wears a 2-ft. flag with approximately 2 inches tucked in the middle of the back of his shorts.

The ball is down when the flag is pulled off.

No tying of tails, stiff-arming, or down-field blocking is allowed.

Defense of your tail is illegal, but you may spin round and round.

No football or spiked shoes are allowed.

Three completed passes over the line of scrimmage in a series of four downs is a first down. All players are eligible to receive a pass.

Points after touchdown are tried from two yards out and must be run or passed.

Basketball:

Time: 7:55 to 8:20—two ten-minute halves.

Major Rules: Regulation basketball rules, except the clock is not stopped on time-outs.

Volleyball:

Time: 8:00 to 8:20.

Team Size: Coeducational with eight on a team.

Major Rules: Regulation rules except for the twenty-minute time limit.

On both of the above use a timer and score-keeper.

Track:

Time: 7:45, field events start.

8:00, track events start

Events: 50-yard dash

100-yard dash

220-yard dash

shot-put

broadjump

highjump

The fifty-yard dash for all three grades is run on one morning.

Only one field event per grade level is held each morning.

Softball:

Time: 7:45 to 8:20

Rules: Regulation softball rules.

The score is counted to the end of the nearest full inning of time limit (usually 5 innings).

We feel that our morning intramurals have been very successful. Of course all schools and situations are different. Maybe morning intramurals won't work in your school, but you may have found some tips or ideas that will help your afternoon or lunchtime program become an interesting one. I surely hope so!

Several schools have adopted the morning intramurals, and all have been happy with the results. (The 39 elementary schools in Corpus Christi have adopted a morning intramural program based on the one outlined in this article.) It is an inexpensive program, is easy to run, and gives lots of gratifying results.

Don't be discouraged if your program starts off slowly as to participation and spectatorship. Soon the fire and enthusiasm will spread, and you will have a morning intramural program that will include nearly all the students in your school.

Journalism on Stamps

HAROLD HAINFELD

Roosevelt School

Union City, N.J.

Journalism teachers and advisers can, with a little effort, develop a display of stamps depicting phases of their press work. A number of

stamps have been issued that show various areas of journalism instruction. This collection, properly exhibited on a special bulletin board, will not only be interesting to everyone but also impress on them the importance of journalism in school.

Have you seen the Columbia University Bicentennial 3-cent stamp? It will recall many fond memories for student editors and advisers who have attended the Columbia Scholastic Press Association's newspaper and school yearbook conferences. A view of the Low Memorial Library is the central theme of the design on this 1954 commemorative. This same Low Library has been visited by thousands of student journalists while attending conferences. It is in this building that the top yearbooks and school newspapers are on display each year at conference time.

The stamp, with its journalism implications, can be the start of an interesting collection of stamps with a journalism theme. There have been quite a number that have been issued by the United States and many other countries that show phases of the journalism program. Most are inexpensive, and make a colorful showing for the school bulletin board, newspaper and yearbook office, or in the journalism classroom.

The stamp design of the Columbia Bicentennial was selected by Dr. Grayson Kirk, President of the University; Dr. John Krout, Provost; Richard Herpers, Secretary and Arthur H. Sulzberger, chairman of the Bicentennial Committee. They decided between two designs that were submitted by the Post Office Department. The nature of the rejected design was not disclosed.

The approved design is oblong in shape, with a view of the Low Library in the center. Below this view is the Bicentennial theme: "Man's Right to Knowledge and Free Use Thereof." Shown above the view is "1754—Columbia University—1954," with the words *U. S. Postage* shown on the left and "3¢" on the right. The stamp is blue in color, and has dimensions of 0.84 by 1.44 inches.

The first-day sale of the stamp took place on January 4, 1954, in a special sub-station of the Post Office set up in the same Low Memorial Library.

The theme: "Man's Right to Knowledge and Free Use Thereof," has important implications for the journalism student, instructor, adviser

and members of the working press. This theme expresses the ideal of Democracy. Through a well-informed public, outside influences will have little effect on the Democratic forms of government.

The United States Post Office has issued several other stamps with a journalism theme. The 3-cent issue of April 19, 1947 (U.S. A 393),* honoring Joseph Pulitzer, is one of these.

In 1912, Pulitzer, editor and publisher of the *New York World*, founded the School of Journalism as a college of Columbia University by giving one million dollars at that time, with the promise of an additional million when the school was in successful operation.

Famous American journalists have been depicted on three United States stamps. William Allen White (U.S. A 427), Benjamin Franklin (U.S. A 1) and Joel Chandler Harris (U.S. A 421) have been honored on various issues. Harris and White appear on 3-cent commemoratives, while Franklin is shown on the regular ½-cent issue.

American writers are also shown on postage stamps. These include Walt Whitman (U.S. A 326), Samuel Clemens (Mark Twain) (U.S. A 322) and Thomas Paine, American Revolutionary War writer, on a Polish issue (A 82).

Other phases of journalism are shown on stamps. Samuel F. B. Morse (U.S. A 349), inventor of the telegraph, and Alexander Graham Bell, inventor of the telephone (U.S. A 252) are shown on the Famous American Series. Their contributions are important in getting news to the press room.

In 1944, the United States issued a 3-cent commemorative in honor of the century of telegraphy in the U.S.A. Australia and Denmark issued similar issues for the event in their countries in 1954.

Printing and distributing newspapers are other phases of journalism. A United States stamp issued in 1939 commemorates the 300th Anniversary of Printing in the Colonies (U.S. A 376). Another U. S. commemorative is a 3-cent issue in honor of the first printing of the Bible by Gutenberg in 1452 (U.S. A 461). The newsboys were shown on the 1952 issue (U.S. A 462).

*Numbers shown are those in *Scott's International Philatelic Handbook*.

Many foreign countries have issued stamps depicting their writers and journalists. These, too, can be added to the collection. The American Topical Association, 3306 N. 50th Street, Milwaukee 16, Wisconsin, is a nonprofit organization devoted to topical stamp collecting. Information on these foreign stamps and other philatelic items concerning other areas of journalism can be obtained from Jerry Husac, the association's secretary.

Stamp collecting is an interesting hobby. One soon realizes, however, that it is impossible to collect all the stamps that have been issued and obtain the many back issues. Collecting stamps of a topical nature seems a more practical method. Journalism on stamps can be an enjoyable hobby for those interested in journalism, and an interesting exhibit to those students and teachers who only look.

Marriage and School

Family life experts are in general agreement about the significance of the steadily declining age of men and women at the time of their first marriage. They disagree, however, on whether the trend bodes good or evil. In 1890 the median age of brides not previously married was 22 years; that of bridegrooms was 26.7 years. Today the median age of brides is 20 and that of bridegrooms is 22.5.

Why are couples marrying younger? Among the reasons advanced are:

The ease with which young persons can find employment.

Protracted education and military service, which make unreasonably long the waiting period until the husband is financially established.

The search for certainties, in the form of home and marriage, in an era beset with uncertainties.

Escape from unhappy home situations.

Rebellion against parents and society.

Sexual curiosity.

Inability to handle a social relationship leading to a marriage which neither party desires.

This report, according to the *New York Times*, quotes a remark made by Prof. Kingsley Davis, University of California sociologist, who

called the trend toward early marriage a part of "the widespread movement toward anti-intellectualism and anti-effort," where the emphasis is "upon group conformity rather than individual initiative, on security rather than achievement, on slackness rather than self-discipline."

It was the World War II G.I., returning to college with his wife, who shattered the widespread taboo of marriage on the campus. Many of today's high school seniors ask: "If they could do it, why can't we?" This analogy was recently debunked by the Rev. William M. Genné, executive director, department of family life, National Council of Churches of Christ in America. Three distinctions were cited by Mr. Genné. First, the G.I. was older and more mature. Then again, his education was subsidized by the government. Finally, most G.I. wives had completed their educations while their husbands were in service. It was a matter, therefore, of the husbands' catching up educationally with their wives. In the case of many married high school seniors, however, only the husband continues to attend school, thus placing his wife at an intellectual disadvantage.

What can parents do when an unwise marriage seems imminent? Not a great deal, according to Mr. Genné. But he warns against attempted "manipulations" of children and the issuance of manifestoes and ultimatums. Family life experts agree, however, that there is much that parents can do to reduce the number of irresponsible marriages. They urge the mobilization of parents to introduce Marriage and Family Life courses in high schools.

What action, if any, should the school take when one of its students marries? The fact that the incidence of teen-age marriages is on the increase places the school in the position of having to adopt a reasonable policy with regard to this situation. When a recently married seventeen-year-old girl returned to Midland Park (New Jersey) High School, the board of education took steps to see if it could legally restrict the extracurricular activities of this student. Parents urged the board to expel the girl because they felt her presence would have a detrimental effect upon their children. The board upheld the right of this young woman to attend classes but felt that, for some reason, she should not participate in extracurricular activities. The school board of East Greenwich (Rhode Island)

adopted the policy of suspending for the remainder of the school year youngsters who marry during the school term. Then, after this cooling-off period, they could return to school as established married individuals so the rest of the students would not treat the marriage as a lark. The board hopes that this policy will act as a deterrent for high school marriages, and, at the same time, will permit those who wed to return to school after a period of adjustment.

Ostracizing the married high school student from extracurricular activities or from school for a period of time raises the question of discrimination. State laws, generally, do not forbid school attendance by a married person. If a married girl is more explicit as to connubiality than may be desired, it is doubtful her monologues are more colorful or inaccurate than pertinent conversations of boys as a whole and some girls.

If this married student in her conduct is in fact a disciplinary problem, she should be treated as one by the school administration. Married students have rights which apparently need scrutiny and deserve respect within the limits of normal discipline.

Since marriages of girls of fourteen to seventeen have increased by one-third since 1940, school administrators must face the problem of married students among the general student body squarely and honestly.—JOSEPH GREEN in *The Clearing House*

Junior Classical League

MERTON D. LaFOUNTAIN
Central High School
Trenton, New Jersey

This is an organization which is affecting ever-increasing numbers of our secondary school students. Founded in 1936, it grew slowly until after World War II, but from then until now its membership has increased from 8,000 to 70,000, with chapters in 1,450 schools.

What is the Junior Classical League? It is a federation of Latin students, or former Latin students, whose purpose is to encourage among the young people an interest in and appreciation of the civilization, language, literature and art of

ancient Greece and Rome, and to give them some understanding of the debt of our own culture to that of classical antiquity.

The Junior Classical League works on three levels—local, state, and national. Locally, each group is known as a chapter and functions as any high school club, but of necessity much of its activity is motivated by its participation in state and national affairs.

Statewide, the local chapters in any given state are united into a federation. This federation has its own officers and sponsors, chosen from the various chapters, who comprise the executive board. The board usually meets several times a year at various local schools for the transaction of such business as may come before it. In some states delegates from each chapter are invited to attend, thus creating very pleasant and profitable get-togethers.

Nationally, all J.C.L.'ers are combined into one large organization. National officers are chosen yearly with the stipulations that no state may have more than one national officer at a time, nor may any state provide an officer two years in succession. These provisions insure selections from different parts of the country. A national committee of five adults assists the national officers in carrying on Junior Classical League work.

State and national conventions are the culmination of all J.C.L. activity. In 1953 a group of students and their sponsors from eleven states decided to plan a national convention. Accordingly the wheels were set in motion and the first national Junior Classical League convention was held in San Antonio, Texas, in June, 1954, followed by conventions at Iowa State Teachers College; University of Miami at Oxford, Ohio; Colorado College; University of Michigan; and St. Olaf of Minnesota. Attendance at these conventions is necessarily restricted by the accommodations which can be provided by the host college, but numbers usually run from 500 to 1,000, representing at least 30 states.

National officers for 1959-'60 are: President, Ernest Polansky, Albuquerque H.S., Albuquerque, N.M.; Vice President, George Berger, Istrouma H.S., Baton Rouge, La.; Secretary, Fay Rorro, Central H.S., Trenton, N.J.; Treasurer, Micheal Feda, Wolf Point H.S., Wolf Point, Mont.; Parliamentarian, Carol Harrington, Sen-

eca H.S., Louisville, Ky.; Editor of *Torch*: U.S., Diana Dean, Henderson H.S., Henderson, Texas.

During the coming year a National Historian will be added to this group.

A national Junior Classical League convention runs for four days and consists of general business sessions, committee meetings, planning meetings, well-known speakers, discussion groups and election of national officers, interspersed with dances, toga hops, mixers, plays, singing, Olympic Games, and a day of sightseeing. Most of the organizing and all of the various functions are headed by students who do a marvelous job.

State conventions follow the pattern of the national convention except that most are one-day affairs, and activities are necessarily restricted to that time limit. In some instances two states or sections combine for what is known as a regional convention.

Popularity of J.C.L. conventions may be attested by the following figures for the 1958-'59 year: 31 state conventions, 5 regional, 1 national attended by 21,777 students from 862 schools. This represents about $\frac{1}{2}$ of all J.C.L. chapters and $\frac{1}{3}$ of all J.C.L. members.

Sponsors of the Junior Classical League feel that opportunities for students are great, due to the high quality of the members, three-level participation, and exceptional advantages for travel and meeting others throughout their own state and all the United States. It is indeed a very worth-while project for those interested in the classics.

Service Club Membership

CARL G. LESSNER
Miami Beach High School
Miami Beach, Florida

The activity program of Miami Beach High School is an integral part of the life of the school community. The nine service clubs, five boys' and four girls', constitute a vital segment of this program. Certain abuses and weaknesses that were imbedded in the procedures for membership selection were the sources of considerable disappointment to students passed over in the elections and also to the administration of the school.

The school's concern centered around the charge that there was considerable evidence

that the clubs were becoming self-perpetuating cliques, with the accompanying undesirable characteristics of such groups. Open competition for membership also proved unsatisfactory. The few outstanding leaders of the student body were sought out for membership by all of the clubs. The good but inconspicuous boy or girl, who more often than not had extra time to devote to such service, was frequently ignored. To prevent the clubs from degenerating into sorority-fraternity type of organizations, a sad but true development in some schools, the following procedure is now used.

Students who have average or better grades are eligible for membership. First, the student requests consideration by filing an application. Second the student must be recommended by a faculty member. All names of students who have met these two conditions are then placed upon the club nomination list, boys and girls separately. On a set date all clubs meet and vote on these names on a preferential basis; that is, each club must vote for all of the candidates on the list in the order it wishes to select them. A joint meeting of all club sponsors, club presidents and the activities director is then held. At this meeting the order of voting for the clubs is set by lot. Each club votes in turn for the candidate on top of its list. As each candidate is chosen, he is stricken from all other lists and is thus eliminated from any further consideration. The voting continues until all clubs have filled their quotas or until the list is exhausted. In most instances all boys on the list are placed in one of the clubs. The girls' list oftentimes has more candidates than there are places available. These girls must wait until the next election.

All candidates are then called to an orientation meeting during which they are notified that they have been selected to membership in a service club. The name of the club is not revealed to the candidate until he receives his notification from the club. If any candidate does not wish to accept membership under these conditions, he may withdraw without prejudice at this stage. On a pre-set date each club sends out notification notices to its new members.

Such a procedure, we have found, better inspires the club to a more sincere dedication to its true purpose, service to the school and community, rather than have its energies and loyalties dissipated in misdirected activity of preserving and promoting the clique.

ASSEMBLY PROGRAMS

for March

THE PRINCIPAL'S ASSEMBLY

Our principal's assembly is always the first assembly of the year. This program was opened with a girls' sextet singing the school's Alma Mater in the background. While the audience quietly listens to the singing, the voice of our cynical student comes blasting over the loud-speaker and interrupts the song.

This student then walks into the gym and walks all around the gym as the assembly continues. As this unbeliever moves on, students rush out of the audience and, grabbing the microphone away from the cynic, offer what they hope will be an answer to the cynic's question: "What's in a school for me?"

None of these people have just the right answer. Finally, the principal comes forward and gives the cynic just the answer she was searching for. Acknowledging her principal's success, the cynic then joins the sextet in singing the school Alma Mater before the student body, and then the entire audience sings the song.

The cynic breaks into the singing, saying:
Ha! Why should I care about this school
Where everything's by, of, and for a very few?
Naturally the "in" crowds sing of her praises,
Sing and mean it. For me that would be new.
There's nothing in school for the little guys,
We just stand aside, let the others go by.
What makes this school?
None of us, that's for sure.
They tell you it's the little things,
But only the great things will endure.

A student rushes into the gym from the other side and grabs the microphone.
Hey there! Wait a minute! You have it all wrong!
You ask what makes our school so fine:
It's everything that occupies our time,
The little things that every student does.
You know, like using crowded halls and one-way
stairs
And clocks we watch to keep us on the go
From English class to the library's soft chairs.

Cynical student:
You're really funny! That makes a school?
I'll take a better answer if you please.

"Party-girl:"
Well, as for me, I'll take the home room parties
And the way we sing our alphabet in French,
Going steady that means wearing rings and "E's,"
The cheers that all the subs lead from the bench.

All these have a place in our school too:
It's the student council and its leadership,
The graduates who make Phi Beta Kappa,
The way we act and show good sportsmanship,
And learning "Gallia est omnes divisa."

Cynical student:
You're all a bunch of sentimentalists!
Well, not me! And you haven't convinced me yet.
There must be something else that makes a school.

Serious-minded worker:
Yes, these things we've mentioned all make our
great school—

With smells from the chem lab, marching band
practice,
Study hall naps, and float decorating,
All of our projects to help and give service.
But there is more to a school than just all of
these—

Term papers and slide rules and chats in the hall,
The signing of yearbooks, the end of a year,
Our choosing to work or just have a ball.
Behind everything stand our friends and advisers:
Teachers, who make sure we keep looking ahead.
Their concern is each one individual,
Who meets success when he heeds what they've
said.

Cynic:
I'll bet none of you are in the "groove."
If there is a place for every dear student,
Where's yours?
What's here in school that needs you?

Sophomore:
The greatest things in school for me: dramatics,
shows, plays.
This makes school, with costumes and assemblies,
Performing on the stage as someone different,
Feeling our way as we look to the future.

Athlete:
And that part of school which stands for everyone
Is found on the field and in the games: our teams.
We back them to stand 'gainst the best in the land,
To go crashing ahead and break that blockade—
Our fame protector goes on for a victory.
But win, lose, or draw they're the best after all;
Modest in victory, gracious in defeat: our teams.

Cynical student:
And when it's all done, what do we have left?
What memories keep growing dearer?
None of achievement where we became known,
Nothing to remember about school forever.

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P.O. Box 1016 • 1615 Royal St.
DALLAS, TEXAS

Extracurricular activities enthusiast:
What about the times we sang together
On bus trips to and from the state contests
Where we in music, drama, and debate
Win blue ribbons, golden medals, all the best!

A graduate of the high school steps forward:
You kids are all wrong!

Let a graduate tell you.

Now here is what I call a school:
A school is a place where we come and try
To do our best to study, learn, and know why.
Each day when my work is finished, then I plan
For other work more difficult to do,
This having given assurance that I can
Carry a more ambitious project through.
For this glad feeling of accomplishment
In work done carefully, and not amiss,
That makes my heart creatively content—
Oh, I am always thanking school for this.
And since the doing something new can bring
This happiness, and there will always be
New skills and knowledge for the mastering,
I marvel always at the folk I see
Who, listlessly unlearning, never know
The pure delight it is to learn and grow.

Cynical student:

Well, it figures! You're a brain!
But no one has convinced me yet.
Oh, you've all tried very hard,
But you just don't understand.
The answer that I'm seeking
Must have a message all its own,
Something that would be for every one of us.
If anyone can give me that,
Then maybe I'll believe in school.
"Let's give this a try, shall we?"

The principal of the school steps forward:
What is a school? A school is you—
The things you say

And the things you do:

A friendly school, if you're a friend—
A school with spirit, if you tend
To root for her in every cause—
A school to teach
That you may grope, and learn, and reach
For new-found skills—
A school of pride

If it's your home when you're inside!
This is the time when work can be fun
If you've a goal when the work is done!
Each thing you master—the chemistry test,
The learning which turn of the lathe is best—
The part in a play—the book from the shelf—
All help you learn to master yourself!
This year many doors will be opened to you—
You may just look inside, or walk eagerly
through—

You will learn a new course,
Or just simply "take" it—

The choice will be yours—
 You're the one who will make it.
 You'll be a real part, if you're willing to try it—
 Remember, it's all up to you—don't deny it—
 The year can be just what you long for it to be,
 For you are the school,
 And the school is you!

Cynical student, after much careful thought:
 Thank you, sir. That's it! I see what you mean!
 And now, if it isn't too late
 I would like to fulfill a dream:
 To sing the words that I really mean.

(Elgin High Alma Mater)

How we love thee, Elgin High School,
 Let our actions tell.

We thy loyal sons and daughters
 Pledge to serve thee well.

Sing her praises,
 Let the chorus ever joyful be—
 Hail to thee, our Alma Mater,
 Elgin, hail to thee.

—Luanne Cevela and Marge Biersach, Elgin High School, Elgin, Illinois.

BROTHERHOOD WEEK PROGRAM

Brighton High School, Brighton, Alabama

Prelude	Mr. Hymes
Song, "America, the Beautiful"	Audience
Scripture and Prayer	Clara Dickens
(133rd Psalm)	
Selection	Choir
Poem	Iris Cole
"The Land Where Hate Should Die"	
—Dennis McCart	
The Origin and Purposes of Brotherhood	
Week	Rosalyn Oliver
Solo	Marvetta Scott
"The House By the Side of the Road"	
Introduction of Speaker	James Richardson
Address	Elder D. L. Crowder
Pastor of Ephesus Temple of the Seventh Day	
Adventist Church of Birmingham, Alabama	
Solo, "He"	Charlie Frank Williams
Remarks	Mr. Charles A. Brown, Principal
Meditation	Audience
Postlude	Mr. Hynes

ATHLETICS

Because the various types of athletics are seasonal and also because there are always new students in the school, assembly programs—or parts of other programs—are usually in order during most of the year.

The following outline indicates what may be covered in such a program. The various elements may be described, demonstrated, dramatized, shadow-graphed, pictured or illustrated in order to provide variety in presentation.

The origin and development of the game.
 Illustration and explanation of the rules of the game.

Blackboard explanation of the most commonly used plays.

Good form in the various phases of the game.
 Material and equipment used; source, manufacture and care.

Some great players and their records.

How to train for this game.

Demonstration of some phases of plays, etc.
 Traditional practices, courtesy, sportsmanship, conduct, etc.

Place of the game in our country and other countries.

This type of outline may be utilized in presentations of all forms of sports, individual or group, baseball, basketball, football, cricket, croquet, boating, boxing, bowling, fencing, golf, tennis, ice and lawn hockey, ice and roller skating, soccer, swimming, tumbling, track and field events, volley ball, wrestling, and handball.

THE GIRLS OF HISTORY

The "girls" of history may be presented in a variety of ways, pictures, tableaux, dramatization, panel discussions, etc. One good method is to show these girls in a convention or meeting.

In this, Time (or History) is shown seated, reading from his great volume. He decides to call from the past its great girls and talk with them. At his call each girl appears and Time converses with her about herself and her contribution. As each completes her story, she takes her place at one side of the stage to meet and help welcome the next. For variety's sake, the girls themselves may join in the discussion. After all have been called in, Time praises girlhood and concludes by emphasizing that the members of the audience, as respected citizens, should enjoy

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and appreciate the work that these girls have accomplished.

This idea, too, may be dramatized effectively as the dream of a girl who, tiring of her work, goes to sleep before the fire and dreams about the great girls of history. The last scene shows her awaking. As she rubs her eyes, the girls of history withdraw, swiftly and silently. She resolves to live her part the best she can, whether she ever becomes famous or not.

This type of presentation is especially effective with pupils of junior high and elementary school age. But, with a little more preparation, it can also be very effective with senior high school students.

Some of the girls who may be presented are:

Joan of Arc	Carrie Chapman Catt
Evangeline Booth	Florence Nightingale
Louisa May Alcott	Mother Bickerdyke
Queen Elizabeth	Clara Barton
Pocahontas	Mollie Pitcher
Barbara Frietchie	Jane Addams
Sacajewa	George Eliot
Susan B. Anthony	Madame Curie
Betsy Ross	Lucretia Mott
Harriet Beecher Stowe	Lucy Stone
Mary, Queen of Scots	Marian Anderson

A POETRY SQUABBLE

An effective method of presenting shorter poems is to have several students get into a violent argument over the respective merits of their favorites, each arguing for his special choice. This program may be introduced by students walking onto the stage arguing, or in a meeting of the Poetry Club.

After wrangling a few minutes, one of them suggests that each be given an opportunity to read his favorite poem and tell why he (or she) likes it. Another student suggests that the school be given an opportunity to vote for its favorite. This procedure is then followed. The audience votes by a show of hands which pre-positioned recorders quickly count. Totals are marked on a suitable board or chart on the stage.

There are several ways in which this voting may be handled. One is to have the students vote after each presentation, indicating "favorable" (or "fairly favorable") response. Another is to postpone the voting until the end of the program and have each student vote but once. The list of poems is, of course, shown on the board, having been placed there as each is read.

Obviously, the poems should be short; or sections of longer poems may be read instead of entire poems. This program should not be too long. Probably it works best as a number of a program rather than an entire program by itself.

What You May Need

THE WORLD OF FOLK DANCES

RCA Victor is pleased to announce an exciting new addition to its Folk Dance catalog with the release of *The World of Folk Dances*, a series of fine new albums including over fifty favorite folk dances!

A year's preparation went into these albums and they were compiled through the cooperation and suggestions of many recreation leaders and teachers.

The *World of Folk Dances* albums are available in 7 Long Play albums and 21 45 Extended Play albums. They may be purchased singly or as a complete series. The albums are designed for all ages, for all purposes, in schools, churches, folk dance groups, festivals, recreation and community centers, home family fun, for social study programs and music classes. And they're wonderful for listening, too.

A descriptive brochure is included in each album complete with illustrations, diagrams and detailed instructions for every dance.

FELT OFFERS EXCELLENT MEDIUM

For a craft project that can be made to fit any age level, use felt. Lapel pins can be made by cutting animals from felt; a black cat with a green eye, for example; a brown pony with lighter mane; a turtle with colorful dots; a pink elephant or a purple cow. When the animal is cut and decorated, affix a safety pin to the back and your lapel ornament is complete.—Dinny Daherty; The Grade Teacher.

FOLDING TABLE TENNIS TABLE

Introduction of its new 1960 Table Tennis Table line has been announced by Brinktun, Inc., one of the world's largest manufacturers of table tennis tables and marine equipment.

The all new Brinktun Professional Fold-n-Roll model table was expressly designed to withstand the extremely heavy duty school or institutional conditions where space is at a premium. The table folds and locks into a closed position in seconds and opens in one easy motion. When the table is closed, the top folds inwardly to give complete protection to the playing surface when in storage. The net remains in playing position at all times. Brinktun, Inc., 710 North Fourth Street, Minneapolis, Minnesota.

News Notes and Comments

Plenty of Reasons

The Lemington Spa (England) Youth Center cancelled a rock 'n' roll marathon because:

Welfare workers condemned the event as "dangerous exhibitionism," doctors said it was harmful to health, and alderman resigned from the youth center's board because of the controversy and teen-agers refused to participate.

Schools Are Too Willing

"There are signs today that the school has become society's dumping ground, that the public school system has become a vast refuse heap for any and every unwanted service or task that other social or governmental institutions find too tough to handle." So writes Melville J. Homfield in the March, 1959, "Atlantic Monthly" in his article, "Schools for Everything."

School people must assume their share of the blame for the crowded curriculum. Very often they have accepted new responsibilities with open arms waving the banner of "public relations." Brightly uniformed bands marching with intricate routines, impressive choirs with royal robes, spelling bees for TV broadcasting, and massive art exhibits have become show techniques to create an impression that the schools are doing a bang-up job. The front door to the curriculum has been wide open.—Illinois Education

Why Smoke?

Why teenagers smoke was the subject of a one-year investigation, conducted by the American Cancer Society, among 21,980 high school students in Portland, Oregon.

The study indicated the main reason teen-agers start to smoke is because their parents do. The study, however, also showed that there is more smoking among students with poor academic records, and among those not taking part in school activities.

As to who smokes—the researchers found that approximately 25 per cent of the boys smoked and 13 per cent of the girls.

Here 'N There

In Kalamazoo, Michigan, a penmanship expert has been hired to teach teachers how to teach handwriting; in Washington, D.C., "lay readers" are being employed to correct English themes so that English teachers can give more writing assignments; in Toledo, Ohio, the teaching of French by radio has come down to the second grade; and

Minneapolis has decided to give three types of high school diplomas: minimum, regular and honors.—Exchange

A Half Bright Scholarship

In these days when droves of students are going abroad on exchange scholarships, one superintendent reported he received the following letter: "I am interested in one of these here full bright scholarships and I wonder if you can tell me if I can't get a full bright one, can I get a half bright one?"—North Carolina Education

Basketball Curtailed In Lancaster

High school sports, especially basketball, have been tailored in Lancaster County to eliminate a conflict of interests with class work and home work.

Officials of 15 high schools in this southeastern Pennsylvania county met this week and decided to curtail all sports, except football, as of September.

The aim is to eliminate, as far as possible, varsity contests on school nights or so early in the afternoon that players have to be excused from classes.

Basketball is a principal offender. Many games are played on Tuesday as well as Friday. Football is a Saturday sport.

Officials set a limit of 18 varsity basketball games a season, cutting an average of four games from most schedules. The aim is to play as many of the games as possible on Friday nights.

Those games played on Tuesday must start no later than 6:45 p.m. and no earlier than 4:15.

Officials of the Pennsylvania Interscholastic Athletic Assn. declined comment on the county's unprecedented action.—Lancaster, Pa. (AP)

Calling All Squares

In a discussion on college education recently, Dean Eugene Wilson of Amherst remarked: "We certainly don't need any more well-rounded people. We have too many now. A well-rounded person is like a ball: he rolls in the first direction he is pushed. We need more square people who won't roll when they are pushed."

You Don't See 'em

Hidden costs for high school students in Dade County, Florida, have parents digging into their pockets for \$25 to \$130 a year. These extras do not include school lunches or transportation. They

do include dues, assessments, subscriptions, tickets, contributions, pins, rings, pom-poms, identification cards, notebooks, typing paper, rubber bands, fees to cover towel costs, laundry and soap, and countless other items.

Hidden school costs were criticized in a report recently published by the Continuing Education Council of Florida. It said that, because of the costs of certain activities, "many children cannot take advantage of the opportunities offered."

Wesleyan Polls Students on Presidential Choices

School pupils throughout the country in grades six through twelve will vote for their favorite presidential hopefuls this month in a National Student Poll being conducted by Wesleyan University, publishers of classroom current affairs periodicals.

In a similar poll in April of 1956, the students came within 1.3 per cent of predicting the actual popular vote for President Eisenhower the following November.

Candidates for the nomination will be listed alphabetically on the student ballot. The ballot will also provide space for write-in choices. Teachers must certify as to the accuracy of the classroom vote on the report form mailed to poll headquarters.

All reports from teachers are to be mailed and postmarked by April 1. The breakdown of the total vote received in each state by all candidates and write-ins will be announced April 25.

In the April, 1956, National Student Poll, nearly half a million students in 12,375 classes cast their ballots for the men they favored to become President. President Eisenhower received 258,927 votes—58.6 per cent of the total. This figure proved a remarkably accurate forecast of the 57.3 per cent of the popular vote received by Mr. Eisenhower on the following November 6.—Middletown, Conn.

Better Than a Noble Image of Itself?

Mrs. James C. Parker, President of the National Congress of Parents and Teachers, spokesman for some 12,000,000 members, recently asked

"Why (should TV) not establish fellowships to encourage experimentation by gifted writers and producers?

"Would this not be more fruitful than to sink half a million dollars or more—as TV has recently done—into a Television Information Office to create a noble and pleasant image of itself in the public mind?"

She urged both television and the public to consider "the real issue: TV's distortion of truth and reality through its absorption in the trivial

and unimportant, its relative neglect and shoddy treatment of the serious and the significant in human experience. . . .

"If we would honor truth, we cannot ignore it or be careless with it, let alone assail it, in so powerful a medium as TV . . . failure to find the answer and act upon it is to risk grave consequences to the intellectual progress and moral power of the nation."

Does Yours?

Several states now require itinerant photographers and their agents to have a license to practice before they may enter into any financial arrangement with school children or with a school. Better check on this!

The White House Conference

During the week of March 27 to April 2, 1960, 7,500 professional people interested in children and youth will meet the President and discuss problems pertinent to the welfare of young adults. In the delegation will be 300 youth.

The theme for the 1960 Conference reads: "The purpose of the 1960 White House Conference is to promote opportunity for children and youth to realize their full potential for a creative life in freedom and dignity."

Among The Books

THE NEW AMERICAN GUIDE TO COLLEGES, by Gene R. Hawes, lists the location, date of founding, degrees conferred, the number of majors offered, honors and independent study programs, number of semesters, cost of tuition, extent of scholarships, total enrollment and the percentage of freshman drop-out under the entry for each individual college.

It also includes the ratio of teachers to students, sports and social activities and when to apply to the college. In all, it gives a clear, concise picture of each of the 2,233 colleges listed.

Among the listings are private and public universities and colleges, private and public junior colleges, engineering and technical schools, teachers' and state teachers' schools, religious and Bible seminaries, and special educational institutions devoted to the arts, music or technical, maritime and commercial subjects.

This 256-page book (price, 75 cents) is published by New American Library of World Literature, Inc., 501 Madison Avenue, New York 22, New York.

How We Do It

REALLY YOUTHFUL JOURNALISTS

McKinley School in Crookston publishes the "McKinley Tribune" using reporters from all six elementary grades. The three-column newsheet covers everything from information about an odd-sized cucumber, brought to school by a first-grader, to the sixth graders' tour of the Lake Agassiz area.

Letters to the editor are encouraged, new teachers are introduced, and a joke corner and letter to parents from the principal are included by the young journalists. Parents' interests are taken into account with a "PTA Corner," and small frys have the last page to color.—Minnesota Journal of Education.

SENIOR-ALUMNI COFFEE HOUR

An annual Senior-Alumni Coffee Hour is an established tradition at Massapequa High School, New York. This early-evening event is held in the school cafeteria and is usually scheduled to precede some important school public program such as music or dramatics.

The seniors send out the invitations to the members of last year's graduating class and make the necessary arrangements for food and fun. Each group pays half of the expense of the refreshments and decorations. The money from the admission fee to the program goes into the student fund.

ANNUAL CANDY SALE

The Cranberry Area High School (Seneca, Pennsylvania) student council sponsors an annual Christmas candy sale to raise money for its membership in the district, state and national associations and to pay the expenses of members sent as delegates to the various conventions, conferences and workshop.

Orders are taken from friends and neighbors in the community as well as from the students through their home room representatives.

A DEBATE AND A PURCHASE

The Northern Valley Regional High School, Demarest, New Jersey, is getting a 100-watt amplification system, a \$300 gift from the student council. This will be used at both indoor and outdoor events.

According to the story, the discussion which followed the special committee's report on three possible systems was warm, but the group finally

approved the most expensive system. Warm discussion usually means deep interest.

INTERSCHOLASTIC LEAGUE WEEK

In connection with the 50th anniversary of the Interscholastic League (Texas), the week of December 6-12 was officially declared University Interscholastic League Week and celebrated with appropriate programs, parades, concerts, etc. There was wide newspaper reflection, not only in Texas papers but also throughout the nation. This League is one of the oldest and the largest athletic association in the country.

OKMULGEE'S ANNUAL ENGLISH CONTEST

Okmulgee (Oklahoma) High School's 41st annual intramural English contest was held during the week of January 26 to February 2, with the usual large schedule of preliminaries, semi-finals and finals. The finals were held in assembly and open to the public. The divisions in this event are dramatic readings, humorous readings, poetry, standard orations, and original orations.

THREE MUSIC LESSONS A DAY!

More than 900 elementary and junior high pupils attended the first summer music workshop sponsored by the Oakland, California, Teachers Association. Thirteen regular instructors and several directors and other officials constituted the staff. Similar courses and activities were provided in two different school buildings. And a pupil could take as many as three different music lessons a day.

Public concerts were held during the fourth week of the workshop and "Open House," the fifth week. Appropriate recreation was provided including a family swimming night and, as a climax, a theater party for all pupils.

The Best Music Company of Oakland donated a flute, clarinet, cello and bass viol which were presented by Mayor Clifford Rishell to four pupils judged most outstanding.

BANG-AND-BUST-IT

A new kind of money-raising stunt (which goes by several names) has been promoted in a number of schools and, judging by its novelty and success, will be used by many more.

In this the "It" is a discarded automobile, preferably one with glass, fenders, lights, body, top, radiator and tires in fairly good shape. It

can be begged or bought at a low price from some local junked-car dealer or contributed by a student or friend. If desired, the name of a favorite "enemy" school may be painted on it.

"Bangs" or "Busts" usually sell for ten cents or so, each. A higher rate is charged for the first 20 or 25 "bangs" because these offer better targets. All tickets are numbered.

When a ticket number is called the holder picks up the sledge and "bangs" or "busts" the car—one time—in any way and at any spot he chooses. The play continues as long as there is any "car"—or any money—left.

This public event takes place at some appropriate time (generally lasting about half an hour) and at some convenient spot such as the front school yard or the athletic field.

In a variation, two or more teams compete, each with its own "It." Each team is supported by its buyers who purchase either the same number of tickets or any number. At the end, a board of judges decides which car is the more or most demolished and which team wins.

Obviously, because of possible danger of injuries, suitable safety precautions must be taken. In a single-It event only one person may "bang" at a time. In multi-It events the Its are separated. All spectators are kept at a distance behind ropes or railings. Officials enforce all rules and safety precautions.

CLUBS, CLASSES, PTA COOPERATE IN ARTS FESTIVAL

A fine arts festival called "O'Neill Kaleidoscope," presented in Downers Grove on a spring Saturday, was "not a money-making project, but rather an attempt to bring together in one location the many good books, records, paintings, encyclopedias, and art objects as well as demonstrations of the dance, dramatics, music etc."

Students from O'Neill Junior High School and Downers Grove High School participated. Four programs, beginning each hour in the gymnasium, included selections by the O'Neill orchestra, dra-

matic productions by groups from both schools, a choral program, and demonstrations of ballet and other dances. An unusual feature was "Chess in Action" by the high-school chess club.

In classrooms, special rooms, and the corridors were exhibits of art, crafts, and books; film showings; dance exhibits; and a talk on "Science and Mathematics in Our Life Today." A group of "strolling minstrels" helped set the scene.

The festival, sponsored by the PTA at O'Neill, lasted from 10:30 a.m. to 4:30 p.m. A sandwich bar was provided, as well as a "baby-sitting" room.—Illinois Education

PARK GETS ACQUAINTED

St. Louis Park (Minnesota) publishes "Get Acquainted" booklets for every grade area in its system. "Happy Days Ahead" shows kindergarten goals in an attractively illustrated and printed booklet.

Seventh graders can read about everything from lockers to school schedules in "A Handbook for Seventh Graders." Handbooks have also been printed up for the junior and senior high students relating to school policies, program of studies, and extracurricular activities.

The system also publishes booklets for elementary, junior and senior high teachers giving the school's philosophy and an explanation of report cards, grading system, and various school services.—Minnesota Journal of Education

comedy cues

Smile Recess

A struggling young lawyer and his wife were entertaining a number of guests, some of whom were rather highbrow, at a formal dinner-dance in an exclusive night club. After the dinner, when everyone entered the ballroom, the young hostess whispered to her husband: "Let's find a dark corner so I can rest my face."



And Don't Delay

Defendant's telegram: "Wire me how case came out."

Attorney's telegram: "Right has triumphed."

Defendant's telegram: "Appeal immediately."

—Ex.



Early to Bed—Late to Rise

The boss was bawling Gus out because he was late again. "Don't you know you'll never get ahead unless you get up early in the morning?"

"Well," said Gus, "I notice that them that gets up early goes to them that gets up late to be paid."

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

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